STANDARDIZED PLACEMENT/DIAGNOSTIC TESTS

THE BILINGUAL TEST INFORMATION SYSTEM

STANDARDIZED PLACEMENT/DIAGNOSTIC TESTS:

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KEYMATH DIAGNOSTIC ARITHMETIC TEST
1971 - 1978

FORMS:	One only
GRADES:	K-7
PUBLISHER:	American Guidance Series Publisher's Building Circle Pines, MN 55014 (612) 786-4343

1. DESCRIPTION

- An individually administered, wide range arithmetic test comprised of 14 subtests organized into three major areas: Content, Operations, and Applications. It has only one level which is administered across grades. Procedures for establishing basal and ceiling levels to determine the number of test items to administer to pupils are included in the manual.

- Keymath provides four levels of diagnostic information: total test performance, subtest performance, and item performance.

- Although the test spans grades K-7, empirical percentiles and NCEs are available only for grades 2-6.

2. TEST STRUCTURE

Total and Subtest Scores Available	TEST LEVELS AND IN-LEVEL NORMS
	Wide Range Level Gr. 2-6: F, S
MATHEMATICS Mathematics	ITEMS 209

Time of administration varies by student depending on number of items administered. Administration and scoring time is usually 30-40 minutes.

3. NORMING INFORMATION

Recommended Testing Periods (1978 only)

	Grades	Levels	Earliest Administration	Midpoint	Latest Administration
Fall	2-6	only one level	Oct. 1	Oct. 15	Oct. 29
Mid-Year	Not Applicable				
Spring	2-6	only one level	April 1	April 15	April 29

Special Notes on Norming

- The 1971 norms tables included in the Manual provide only raw score to grade equivalent.

- The publisher restandardized the test in 1977-1978. The test content was not revised. The 1977-1978 Supplementary Norms Tables for grades 2-6 are available from the publisher.

- Publisher's directions for using the 1977-1978 norms tables when testing more than two weeks from the empirical midpoint are not in compliance with Model A requirements.

4. SCORING INFORMATION

Scoring Method

Hand and machine

Scoring Services

- Basic scoring services include NCE scores.

- Normal curve equivalent scores corresponding to total test scores are available in separate tables for October and April (1978 Supplementary Norms).

Obtaining Standard Scores and NCEs

RS to SS:	Not Applicable
RS to NCE:	Raw Score to NCE (Based upon 1978 norms, grades 2-6; total test score only.)

Scoring Cautions

None

5. OUT-OF-LEVEL-TESTING

Name of Expanded Standard Score

Not Applicable

Locator Test

Not Applicable

6. EQUIVALENT TESTS

None

7. TEST DOCUMENTATION

Test Information	Source Document/Page
ITEM OBJECTIVES OR CONTENT CLASSIFICATION	Manual: Appendix A, pp. 36-48
NORMING SAMPLE DESCRIPTION	KeyMath Manual: pp. 25-27. Supplementary Norms Tables: pp. 1

Test Information	Source Document/Page
SCORE CONVERSION TABLES	Manual: pp. 51-52 Supplementary Norms Tables (1977-1978)
RELIABILITY	Manual: pp. 27-28
VALIDITY	Manual: pp. 29-30

ORAL LANGUAGE PROFICIENCY DEVICES

THE BILINGUAL TEST INFORMATION SYSTEM

ORAL LANGUAGE PROFICIENCY DEVICES:

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BILINGUAL SYNTAX MEASURE I (BSM I) 1975, 1978

FORMS:	BSM-English and BSM-Spanish
GRADES:	K-2
PUBLISHER:	The Psychological Corporation 555 Academic Court San Antonio, Texas 78204-0952
	(512) 299-1061

1. DESCRIPTION

- Designed to measure student's oral proficiency in English and/or Spanish syntactical structures.

- Indicates the degree to which a student is structurally dominant in English or in Spanish when the results of BSM-S (Spanish) and BSM-E (English) for the same student are compared.

- BSM-E measures English structural proficiency of students whose native language is Spanish or any other language besides English.

- BSM-S measures the Spanish structural proficiency of native and non-native speakers of Spanish.

- BSM-S is designed to measure the degree of maintenance or loss of certain basic Spanish grammatical structures in students who acquired Spanish as a first language; BSM-E measures the same attributes in students who acquired English as a first language.

- BSM is based on the theory that children acquire a second language by a process of creative construction in which they gradually construct rules for the speech they hear. It was found that children acquire syntactic structures in a systematic manner in all languages and that there is a common order of acquisition of certain English grammatical morphemes by children of diverse language backgrounds.

2. TEST STRUCTURE

The BSM-E consists of twenty-five items which measure the following syntactical structures: word order, pronoun case, progressive -ing, copula singular, short plural, auxiliary singular, article, copula plural, auxiliary plural, past regular, present indicative, progressive -s, long plural, conditional auxiliary, past irregular, perfect auxiliary, and past participle.

The BMS-S consists of twenty-five items which measure the following syntactical structures: word order, progressive, auxiliary estar, copula ser, copula estar, present indicative, infinitive, adjective gender, possessive, indirect object pronoun, conjunction que, reflexive, article, present subjunctive, direct object pronoun, and past subjunctive (perfect).

Underlying the syntactic structures, according to the theory upon which the test is based, is a psycholinguistic continuum of syntactic development.

3. LANGUAGE SKILLS CHART FOR BSM I

	SKILLS			
CONTENT	Listening	Speaking	Reading	Writing
Sound				
Words				
Syntax		X		
Pragmatics				

4. TEST ADMINISTRATION INFORMATION

Administration Method

Individual

Testing Technique

BSM approximates a real conversation between the examiner and student about seven cartoon-type pictures. The examiner asks the student questions about the pictures which the student answers orally. The examiner records the student's oral responses in a booklet.

Administration Requirements

Examiners must be speakers of the language of the test version they administer (English and/or Spanish). Training is needed by examiners in administering the test questions, in recording the student's oral responses, and in scoring test items.

Administration Time

Approximately 10-15 minutes per child.

5. NORMING INFORMATION

How Instrument Was Normed

BSM was not normed. The test research sub-samples drawn from several ethnic groups were not selected to be representative of the entire U.S. and were not matched for length and type of exposure to English and/or Spanish. Therefore, the groups are not comparable.

Number and Type of Students in Test Research Sample

The test research sample numbered 1,603 students. Included in the sample were students whose first language was Spanish and students whose first language was English. The sample is judgmental rather than random and was selected to include pupils from urban, suburban and rural school districts in four U.S. geographic regions. A broad spectrum of Spanish speaking pupils was selected from the three major Hispanic groups in the U.S.: Mexican-American, Cuban and Puerto Rican. The target group consisted of students in grades K-2 in school districts with large concentrations of Spanish speakers.

Scoring Levels: Derivation and Validation

The three upper Proficiency Levels (3-4-5) were empirically established.

6. SCORING INFORMATION

Scoring Method

Hand

How Scores Are Reported

Student scores are reported as one of five Proficiency Levels:

Proficiency Level 1: No English/Spanish
Proficiency Level 2: Receptive English/Spanish only
Proficiency Level 3: Survival English/Spanish
Proficiency Level 4: Intermediate English/Spanish
Proficiency Level 5: Proficient in English/Spanish

7. DOCUMENTATION

Test Information	Source Document/Page
ITEM OBJECTIVES OR CONTENT CLASSIFICATION	Technical Handbook: pp. 15-17
FIELD TEST SAMPLE DESCRIPTION	Technical Handbook: pp. 34-39; Manual-English: p. 4; Manual-Spanish: p. 4
SCORING - PROFICIENCY LEVEL	Manual-English: p. 12; Child Response Booklet: p. 7; Manual-Spanish: p. 12; Respuesta del nino: p. 7
RELIABILITY	Technical Handbook: pp. 40-46
VALIDITY	Technical Handbook: pp. 30-33

IDEA ORAL LANGUAGE PROFICIENCY TEST I - ENGLISH (IPT I)
1979

FORMS: A and B

GRADES: K-6

PUBLISHER: Ballard & Tighe, Inc.
480 Atlas Street
Brea, California 92621

(714) 990-4332

1. DESCRIPTION

- Screening device to determine level of oral language mastery for placement into IDEA Oral Language Management Program.

- Used to classify students as non-English speaking (NES), limited English speaking (LES), and fluent English speaking (FES).

- Tests four areas of English oral language proficiency: vocabulary, comprehension, syntax and verbal expression which includes articulation.

- Based on view that children pass through four stages of language acquisition: babbling (meaningless sounds); echolalic (repeating); graphic (one-or-more word sentences); and, syntactic (expanded communication, exploration of language and world around).

2. TEST STRUCTURE

The IPT I consists of eighty-three items measuring English listening-speaking skills in four areas as follows:

AREA	ITEMS
Vocabulary	20
Comprehension	19
Syntax	18
Verbal Expression*	26

*Verbal Expression includes articulation skills.

3. LANGUAGE SKILLS CHART

	SKILLS			
CONTENT	Listening	Speaking	Reading	Writing
Sounds	X	X		
Words	X	X		
Syntax	X	X		
Pragmatics				

4. TEST ADMINISTRATION INFORMATION

Administration Method

Individual

Testing Techniques

Testing techniques vary within the levels of the test. Techniques used are: question-and-answer; commands which expect an oral or physical response; sentence repetition; listening to a story/answering oral questions; characterizing spoken pairs of words as being the same or different; and story-retelling.

Administration Time

14 minutes (average)

Administration Requirements

- It is strongly recommended that examiners be bilingual in English and the language of the student.

- Inservice training in the use of the test is needed by examiners as well as access to the Examiner's Manual.

5. NORMING INFORMATION

How Instrument Was Normed

Data were collected from research samples in several studies. These were used to develop a normative interpretation of student language proficiency Score Levels.

Number and Type of Students in Norming Group

Combined research samples consisted of 2,061 K-8 students in ten California rural, urban and suburban school districts from bilingual classrooms with identified NES/LES students available for testing. Specifically, the scores of monolingual English and fluent English-speaking students in those classrooms were used. These data were combined with those of 364 students who took part in the Spring, 1981 Construct Validity Study.

Scoring Levels: Derivation and Validation

Scoring levels (NES/LES/FES) were derived by correlating IPT I scores with NES/LES/FES classification levels established by the California State Department of Education. The validity of the NES/LES/FES designations were assessed by correlating them with teacher ratings of students.

6. SCORING INFORMATION

Scoring Method

Hand

How Scores Are Reported

- IPT Score Levels A, B, C, D, E, F, M
- English Language Proficiency Levels:

  NES - Non-English Speaking
  LES - Limited English Speaking
  FES - Fluent English Speaking

7. TEST DOCUMENTATION

Test Information	Source Document/Page
ITEM OBJECTIVES OR CONTENT CLASSIFICATION	Examiner's Manual: pp. 13-14
FIELD TEST SAMPLE DESCRIPTION	Technical Manual: pp. 7-10, 24, B-2 to B-3, C-2 to C-3
SCORING-PROFICIENCY LEVEL	Examiner's Manual: pp. 9-11
RELIABILITY	Technical Manual: pp. 28-35
VALIDITY	Technical Manual: pp. 11-27

IDEA ORAL LANGUAGE PROFICIENCY TEST - SPANISH, IPT (SPANISH)
1980

FORMS: One only

GRADES: K-8

PUBLISHER: Ballard & Tighe, Inc.
480 Atlas Street
Brea, California 92621

(714) 990-4332

1. DESCRIPTION

- Screening device to determine level of oral language mastery for placement into Spanish IDEA Oral Language Program.

- Used to classify students as non-Spanish speaking (NSS), limited Spanish speaking (LSS), and fluent Spanish speaking (FSS).

- Tests four areas of Spanish oral language proficiency: vocabulary, comprehension, syntax and verbal expression which includes articulation.

- Based on the view that children pass through four stages of language acquisition: babbling (meaningless sounds); echolalic (repeating); telegraphic (one-or-more word sentences); and, syntactic (expanded communication, exploration of language and world around).

2. TEST STRUCTURE

The IPT (Spanish) consists of eighty-three items measuring Spanish listening-speaking skills in four areas as follows:

AREA	ITEMS
Vocabulary	16
Comprehension	20
Syntax	21
Verbal Expression*	26

*Verbal Expression includes articulation skills.

3. LANGUAGE SKILLS CHART FOR IPT (Spanish)

	SKILLS			
CONTENT	Listening	Speaking	Reading	Writing
Sounds	X	X		
Words	X	X		
Syntax	X	X		
Pragmatics				

4. TEST ADMINISTRATION INFORMATION

Administration Method

Individual

Testing Techniques

Testing techniques vary within the levels of the test. Techniques used are: question-and-answer; filling in blanks, orally; sentence repetition; questions about pictures; transformations; directed responses; oral comprehension questions on an oral story; reading of time; picture/sentence matching; reciting of information; verbal commands for verbal/physical responses; requests to infer outcomes to stories and to events in pictures; sound matching; and, story retelling.

Administration Time

14 minutes (average)

Administration Requirements

- Examiners must speak Spanish.
- It is recommended that examiner practice by giving the test at least once before actually administering it for designation of language proficiency.

5. NORMING INFORMATION

How Instrument Was Normed

Data were collected from a research study in spring 1980. These were used to develop a normative interpretation of student language proficiency Score Levels.

Number and Type of Students in Norming Sample

Research sample consisted of 614 students, grades K-8, ages 5-16, male and female divided evenly. Students were recruited from three school districts in California and one in Texas. All students were from recognized bilingual classrooms with identified NSS/LSS students available for testing.

Scoring Levels: Derivation and Validation

Scoring levels (NSS/LSS/FSS) were derived by correlating IPT (Spanish) scores with school district and teacher NSS/LSS/FSS classifications.

6. SCORING INFORMATION

Scoring Method

Hand

How Scores Are Reported

- IPT (Spanish) Score Levels A, B, C, D, E, F, M
- Spanish Language Proficiency Levels

  NSS - Non-Spanish Speaking
  LSS - Limited Spanish Speaking
  FSS - Fluent Spanish Speaking

7. DOCUMENTATION

Test Information	Source Document/Page
ITEM OBJECTIVES OR CONTENT CLASSIFICATION	Examiner's Manual: pp. 14-15
FIELD TEST SAMPLE DESCRIPTION	Technical Manual: pp. 7-10
SCORING - PROFICIENCY LEVEL	Examiner's Manual: p. 11; Technical Manual: p. 18
RELIABILITY	Technical Manual: pp. 11-19
VALIDITY	Technical Manual: pp. 20-22

IDEA ORAL LANGUAGE PROFICIENCY TEST II - ENGLISH (IPT II)
1983

FORMS: A and B

GRADES: 7-12

PUBLISHER: Ballard & Tighe, Inc.
480 Atlas Street
Brea, California 92621

(714) 990-4332

1. DESCRIPTION

- Assesses phonological structure, morphology and lexical items, syntax, comprehension, oral production, and pragmatics (the appropriate use of language to obtain specific goals).

- Measures adolescent students' degree of "control" over meaningful language forms and "velocity of growth" in elaborating language.

- Results are used to: determine the level of English oral language proficiency of secondary school students who are native speakers of other languages; classify students as non-English proficient (NEP), limited English proficient (LEP), and fluent English proficient (FEP); and, provide diagnostic information for instruction.

- Based on view that children pass through four stages of language acquisition: babbling (meaningless sounds); echolalic (repeating); telegraphic (one-or-more word sentences); and, syntactic (expanded communication, exploration of language and world around).

2. TEST STRUCTURE

The IPT II consists of ninety-one items measuring Spanish listening-speaking skills in four areas as follows:

AREA	ITEMS
Vocabulary	26
Comprehension	19
Syntax	25
Verbal Expression*	21

*Verbal Expression includes articulation skills.

3. LANGUAGE SKILLS CHART FOR IPT II

	SKILLS			
CONTENT	Listening	Speaking	Reading	Writing
Sounds	X	X		
Words	X	X		
Morphemic Structure		X		
Syntax	X	X		
Pragmatics		X		

4. TEST ADMINISTRATION INFORMATION

Administration Method

Individual

Testing Techniques

Testing techniques vary within the levels of the test. Techniques used are: filling in of blanks, orally; question-and-answer; commands which expect oral/physical responses; answering questions about pictures; structural exercises and transformations; reading of time; telling short stories/retelling short stories; answering questions about oral stories; reciting information from memory; saying whether words sound the same or different; requests to infer outcomes of oral stories; determine mood and retell main ideas; requests to infer mathematical information from a graph; and, requests to put events in sequence.

Administration Time

15 minutes (average)

Administration Requirements

- It is strongly recommended that the examiner be bilingual in English and in the language of the student.

- Examiners must be given practice in administering the test.

5. NORMING INFORMATION

How Instrument Was Normed

Data were collected from research samples in several field studies. These were used to develop a normative interpretation of student language proficiency Score Levels.

Number and Type of Students in Test Research Sample

Research samples consisted of 306 native English speakers and 153 minority students classified as non-, limited and fluent English speakers. All were from school districts in California. Fourteen language groups were represented, the majority of which was from Spanish and Vietnamese speaking background. Some other languages represented were Korean, Cambodian, Laotian and Chinese.

Scoring Levels: Derivation and Validation

Scoring levels (NEP/LEP/FEP) were derived from validity studies involving English-only students and those who are native speakers of languages other than English. The IPT II test data of the language minority groups were correlated with the amount of time spent in the U.S., teacher predictions of scores, and district and teacher classification of language minority students. Data from teacher and district NEP/LEP/FEP classifications were then correlated with established classification levels established by the California State Department of Education.

6. SCORING INFORMATION

Scoring Method

Hand

How Scores Are Reported

- IPT Score Levels A, B, C, D, E, F, M
- English Language Proficiency Levels

  NEP - Non-English Proficiency
  LEP - Limited English Proficiency
  FEP - Fluent English Proficiency

7. DOCUMENTATION

Test Information	Source Document/Page
ITEM OBJECTIVES OR CONTENT CLASSIFICATION	Examiner's Manual: pp. 13-17; Technical Manual: pp. 73-77
FIELD TEST SAMPLE DESCRIPTION	Technical Manual: pp. 14, 32, 34-35, 37
SCORING - PROFICIENCY LEVEL	Examiner's Manual: p. 10; Technical Manual: p. 55
RELIABILITY	Technical Manual: pp. 56-64
VALIDITY	Technical Manual: pp. 15-55

LANGUAGE ASSESSMENT SCALES (LAS)
1977, 1986

FORMS:	A and B in English A in Spanish LAS Short Form
GRADES:	K-5 (Level I) 6-12 (Level II)
PUBLISHER:	Linguametrics Group P.O. Box 3495 San Rafael, CA 94912-3495 (415) 459-5350

1. DESCRIPTION

- Assesses the following English and Spanish language skills: phoneme discrimination and production; knowledge of concrete nouns; oral sentence comprehension; oral production; written production (optional, Level II only); and pragmatics (ability to use language for one's own ends, optional).

- Determines whether student is a proficient, limited or non-speaker of English and Spanish.

- Based on the view that language consists of four linguistic subsystems: phonology (phonemics, stress, rhythm, intonation); the lexicon (the "words" of the language); syntax (the meaningful utterances); and pragmatics (the appropriate use of language to obtain specific goals).

2. TEST STRUCTURE

Total and Subtest Scores Available	Test Levels - Long Form - English & Spanish	
	Level I Grades K-5	Level II Grades 6-12
	Number of Items	Number of Items
Minimal Pairs	30	24
Lexical	20	20
Phonemes	36	36
Sentence Comprehension	10	10
Oral Production (story retelling)	1 story	1 story
Total	97	91
Written Production (story rewriting; optional)		1 story
Observation (optional)	10	10

Total and Subtest Scores Available	Test Levels - Short Form - English & Spanish	
	Level I Grades K-5	Level II Grades 6-12
	Number of Items	Number of Items
Lexical	20	20
Sentence Comprehension	10	10
Oral Production (story retelling)	1 story	1 story
Total	31	31

- The three LAS Short Form scales (Lexical, Sentence Comprehension and Oral Production) are identical to those of the LAS Long Form.

- LAS Short Form may be used as a preliminary screening instrument. LAS Short Form should be used for K-1 students unless the Pre-LAS is available to assess students ages 4-6.

3. LANGUAGE SKILLS CHART FOR LAS, LONG FORM

SKILLS

CONTENT	Listening	Speaking	Reading	Writing
Sounds	X	X		
Words		X		X
Syntax	X	X		X
Pragmatics		X		

LANGUAGE SKILLS CHART FOR LAS, SHORT FORM

SKILLS

CONTENT	Listening	Speaking	Reading	Writing
Sounds				
Words		X		
Syntax	X	X		
Pragmatics				

4. TEST ADMINISTRATION INFORMATION

Administration Method

Individual

Testing Techniques

Each LAS subscale employs a different testing technique. For Minimal Pairs, student is presented with a pair of spoken words and indicates whether they are the same or different; for Lexical, the examiner points to a picture and the student says what it is; for Phonemes, the student repeats words and sentences; for Sentence Comprehension, the student matches a spoken sentence with one of three drawings; for Oral Production, the student listens to a story and retells it to the examiner; for Observations (optional), the examiner completes an observation form which yields student pragmatic language information; and, for Written Production (optional), the student writes down the story (s)he has retold for Oral Production.

Administration Time

Approximately 10 minutes per student for LAS Short Form; 20 minutes for LAS Long Form.

Administration Requirements

- Examiners should be teachers or other school personnel who are qualified to work with students, proficient speakers of English and Spanish, completely familiar with administration of the test, and able to discriminate correct from incorrect responses.

- Examiners must be trained to administer the test.

5. NORMING INFORMATION

How Instrument Was Normed

A random sample of students was used as a research sample to develop the Oral Proficiency Levels and to develop a normative interpretation for each Oral Proficiency Level.

Number and Type of Students in Test Research Sample

The research sample included 2300 students from California, Texas, District of Columbia, Florida, New York, New Mexico, Puerto Rico, Mexico, Guatemala and Honduras. Included were English speakers in the U.S. of Anglo-American and other ethnic backgrounds, and Spanish speakers from within and without the U.S. Socio-economic backgrounds included low, lower-middle and middle class. On the English form, students were from grades K-12; on the Spanish form, from ages 6-17.

Scoring Levels: Derivation and Validation

The five Oral Proficiency Levels were derived empirically through a series of reliability and validity studies.

6. SCORING INFORMATION

Scoring Method

Hand, computer programs (AUTOLAS), and machine.

How Scores Are Reported

Student scores are reported as one of five Oral Proficiency Levels:

Proficiency Level 1: Non-speaker
Proficiency Level 2: Non-speaker
Proficiency Level 3: Limited English Speaker
Proficiency Level 4: Proficient Speaker
Proficiency Level 5: Proficient Speaker

7. TEST DOCUMENTATION

Test Information	Source Document/Page
ITEM OBJECTIVES OR CONTENT CLASSIFICATION	A Convergent Approach to Oral Language Assessment: pp. 8-61
TEST RESEARCH SAMPLE DESCRIPTION	LAS Technical Supplement B-1: pp. 1-3; LAS Technical Supplement B-11: pp. 1-3; Norms for the LAS (1983): p .1; A Convergent Approach to Oral Language Assessment: pp. 22, 25-29, 31-32, 39-42, 55-59; LAS Short Form Validity and Reliability, pp. 2-3
SCORING-PROFICIENCY LEVELS	Scoring and Interpretation Manual for Language Assessment Scales - LAS 5th Edition: pp. 6-11
RELIABILITY	LAS Technical Supplement B-I: pp. 14-18; LAS Technical Supplement B-II: pp.3-12; A Convergent Approach to Oral Language Assessment: pp. 62-78; LAS Short Form Validity and Reliability: pp. 3-18
VALIDITY	LAS Technical Supplement B-I: pp. 18-25; LAS Technical Supplement B-II: pp. 3-17; A Convergent Approach to Oral Language Assessment: pp. 78-128; the LAS Short Form Validity and Reliability: pp. 3-18

PRE-LAS ENGLISH
1985, 1986

FORMS:	A and B
AGES:	4-6
PUBLISHER:	Lingametrics Group P.O. Box 3495 San Rafael, CA 94912-3495
	(415) 459-5350

1. DESCRIPTION

- Measures children's expressive and receptive abilities in oral language components of morphology, syntax and semantics.

- Determines whether student is a proficient, limited or non-speaker of English and Spanish.

- Based on the view that language consists of four linguistic aspects: phonology (phonemics, stress, rhythm, intonation); the lexicon (the "words" of the language); syntax (the meaningful utterances); and, pragmatics (the appropriate use of language to obtain specific goals).

2. TEST STRUCTURE

Total and Subtest Scores Available	PRE-LAS, Forms A and B Number of Items
Simon Says (following directions)	10
Choose a Picture (match oral stimulus to one of two pictures)	10
What's in the House? (naming of labels for household objects)	10
Say What You Hear (sentence imitation)	10
Finishing Stories (supply spoken clause to complete a compound or complex sentence)	5
Let's Tell Stories (story retelling)	2 stories

3. LANGUAGE SKILLS CHART FOR PRE-LAS ENGLISH

CONTENT	SKILLS			
	Listening	Speaking	Reading	Writing
Sounds				
Words		X		
Syntax	X	X		
Pragmatics	X			

4. TEST ADMINISTRATION INFORMATION

Administration Method

Individual

Testing Techniques

Each Pre-LAS subscale employs a different testing technique. For Simon Says, student is given an oral command and responds by performing it; for Choose a Picture, student points to one of two pictures which matches what examiner says; for What's in the House, student names object pointed to; for Say What You Hear, student repeats a spoken sentence; for Finishing Stories, examiner starts a sentence orally and student completes it orally; and, for Let's Tell Stories, student retells a story about a set of pictures (s)he views.

Administration Time

Approximately 10 minutes per student.

Administration Requirements

- Examiners should be teachers or school personnel who are qualified to work with 4- to 6 year-olds, proficient speakers of standard English, and able to discriminate correct from incorrect responses.

- Examiners must be trained to administer the test.

5. NORMING INFORMATION

How Instrument Was Normed

A random sample of students was used as a research sample to develop the Oral Proficiency Levels and to develop a normative interpretation for each Level.

Number and Type of Students in Test Research Sample

846 preK-1 students in Texas, California, Oregon, Connecticut and Hawaii participated. Background variables for selection included: language majority/minority, male/female, and ages 3-8.

Scoring Levels: Derivation and Validation

Reported in Pre-LAS Technical Report #1.

6. SCORING INFORMATION

Scoring Method

Hand

How Scores Are Reported

Student scores are reported as one of five Oral Proficiency Levels:

Proficiency Level 1: Non-speaker
Proficiency Level 2: Non-speaker
Proficiency Level 3: Limited English Speaker
Proficiency Level 4: Proficient Speaker
Proficiency Level 5: Proficient Speaker

7. TEST DOCUMENTATION

Test Information	Source Document/Page
ITEM OBJECTIVES OR CONTENT CLASSIFICATION	How to Administer Pre-LAS English, Forms A and B: p. 2
TEST RESEARCH SAMPLE DESCRIPTION	Pre-LAS Norms and Reliability on Forms A and B (#521): pp. 1-2
SCORING-PROFICIENCY LEVELS	Scoring and Interpretation Manual for Pre-LAS (2nd edition): pp. 9-10
RELIABILITY	Pre-LAS Norms and Reliability on Forms A and B (#521): pp. 3, 6, 11, 16, 21, 26, 29
VALIDITY	Pre-LAS Technical Report